CHAPTER III

RESEARCH PROCEDURES

A. Research Design

This research adopted a qualitative study approach that employed a descriptive case study. This kind of design aims to present a detailed, contextualized picture of a particular phenomenon (Yin in Heigham & Crocker, 2009). This study described the extent to which pre-service EFL teacher perceives teaching speaking.

B. Setting and Participant

The participant of this study was an undergraduate of English Education Department in one of universities in Tasikmalaya, Indonesia. She had completed a term of teaching practice program in seventh semester in one of Senior High Schools in Tasikmalaya namely *SMA Negeri 1 Tasikmalaya*. Participant was chosen with a consideration of her willingness to share her ideas in relation to her classroom practices.

C. Procedure

Within conducting the research, this study relied primarily on Stake's approach (1995) (as cited in Creswell, 2007) to conducting a case study. I determined if the case study approach was appropriate to the research problem. Afterwards, I identified the case. The case of this study was cognition of a pre-service EFL teacher regarding teaching speaking.

Accordingly, I sought one participant and asked her willingness for being the participant in this study. After getting the consent of the participant, I began to collect data. The data were gained through interviews which were conducted four times. The interviews were conducted in depth and privately. In addition, the interviews were carried out in Indonesian language and recorded at the time. Finally, the results of the interviews in the form of voice note were decoded.

D. Data Collection

Semi-structured interviews were employed as data collection of this study. Participant was given a list of guiding questions in advance of semi-structured interviews to prompt reflection on her teaching speaking during teaching practice. The interviews were carried out in such an informal chat in a friendly atmosphere. During conducting the interviews, the participant's verbalization was recorded by using digital recording. Thereafter, the recordings were transcribed to create typewritten protocols. The semi-structured interview was chosen to be used by considering the acknowledgment that this kind of interview allows the researcher to investigate the tacit and unobservable aspects of participant's lives (Glesne & Peshkin in Borg, 2015). Furthermore, it has been affirmed that this interview takes a course directed by a set of general themes, rather than specific questions, and the researcher is flexible in the manner in which she enables to encourage the interviewee to talk about these themes (Borg, 2015). In other words, the researcher should know what themes need to be

covered, and she is allowed to evolve the questions needed (Richards in Heigham & Crocker, 2009).

E. Data Analysis

The data in form of verbal reports were transcribed and reviewed. Afterwards, the data were analysed using Braun and Clarke's (2006) thematic analysis. The thematic analysis is aimed to classify meanings based on themes; it is an analytical tool for identifying, analyzing and reporting patterns (themes) within data (Braun and Clarke, 2006). The analysis embraces six phases according to Braun & Clarke (2006):

1. Familiarizing yourself with your data

I made the transcription of the interviews and read the data in the transcription repetitively until I felt that I have been familiar about the content of the interviews.

2. Generating initial codes

I started to identify initial codes from the data which are the features of the data.

Table 3.1 Generating initial codes

Transcript	Coding
There was an activity at the time. Umm, I gave an illustration, what if once they would become a president candidate of student council. 'What motions would you give? What vision and mission would you deliver to your friends?' So, there was this one activity. It was individual coming forward to speak up in front of the class. Then, I assessed their fluency. I gave them feedback after they had finished presenting their vision and mission, such as their promises if they were chosen to be a president of student council.	Assessing the aspects of fluency on students' speaking performance

Giving feedback towards students' |

I assessed their gesture, then err, what is it? Expression, intonation. I did not mind the grammar at all. The most important point was about fluency. Fluency in which filler is a little, then err, it is clear that fluency looks more confident, right. Sometimes, for example, if we think too much about grammar, instead what they have is less confident.	speaking performance

3. Searching for themes

   I made a group of codes into the broader level of categories involving

   sorting the different codes into potential themes.

Table 3.2 Searching for themes

Coding	Total	Grouping	Total
Assessing students' speaking performance when the objectives of learning focus on speaking skill	1	Assessment of Speaking Skill	10
Assessing the aspects of fluency on students' speaking performance	5		
Giving feedback towards students' speaking performance	2		
Focus on fluency in assessing students' speaking in order to decrease students' fear of making mistakes while speaking	2		
Teacher as a facilitator of learning	1	Teacher Role	10
Providing students opportunities to practice speaking English through speaking task	3		
Teacher acts as a model of English	1		
Curriculum requires teacher to use 80% English in classroom.	2		

Using English as classroom language in order to be fluent in speaking English	1		
Teacher plays role play with student	1		
Offering tips for practice	1		
Initiating dialogue in ice breaking to hint students about the topic of material	2	Classroom Interaction	5
Initiating students' oral communication through question-answer session	3		

4. Reviewing the themes

   I worked on a deeper review of identified themes whether I need to combine, separate or remove the initial themes. Then, I found that I need to combine several different themes.

5. Naming the themes

   I refined and defined the themes.

Table 3.3 Naming the Themes

The Assessment of Students' Speaking Proficiency
Teacher's Role as Facilitator
Classroom Interaction in English Language Learning

6. Producing the report

   Finally, I transformed the analysis into a piece of writing by using vivid and convincing data extracts that relate to the themes, research question, and literature.

F. Research Schedule

Table 3.4 Research Schedule

No.	Activities	Oct. 2018	Nov. 2018	Dec. 2018	Jan. 2019	Feb. - Mar. 2019	Apr. - May 2019	June - July 2019	Aug. - Sept. 2019	Oct. 2019
1.	Submission of Research Topic	■								
2.	Research Topic Approval	■								
3.	Writing a Research Proposal		■							
4.	Proposal Approval			■						
5.	Seminar Proposal Examination				■					
6.	Conducting the Research					■	■	■	■	
7.	Analysing the Data						■	■	■	
8.	Writing Report of the Research							■	■	
9.	Final Thesis Examination									■